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ABSTRACT

In 1995, the Virginia Board of Education published Virginia state Standards of Learning in English, mathematics, science, and history and social science for kindergarten through grade 12. The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all Virginia public school students. The History and Social Science Standards of Learning in this booklet are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught. They do not prescribe the grade level at which the standards must be taught or a scope and sequence within a grade level. The Board of Education recognizes that local divisions will adopt a K-12 instructional sequence that best serves their students. The design of the Standards of Learning assessment program, however, requires that all Virginia school divisions prepare students to demonstrate achievement of the standards for elementary and middle school history and social science by the grade levels tested. The booklet provides an introduction to the standards that sets out goals and briefly discusses, separately, the disciplines of history, geography, civics, and economics. The booklet addresses standards for each discipline beginning with kindergarten and concluding with grade 12. It also addresses standards for Virginia studies; U.S. history to 1877; U.S. history: 1877 to the present; civics and economics; world history and geography to 1500 A.D.; world history and geography: 1500 A.D. to the present; world geography; Virginia and U.S. history; and Virginia and U.S. government. (BT)

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History and Social Science Standards of Learning

for
Virginia
Public Schools

SO 034 458

Board of Education
Commonwealth of Virginia

March 2001

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Standards of Learning and Curriculum Framework

The History and Social Science Standards of Learning are accompanied by a Curriculum Framework that amplifies and defines in greater detail the essential understandings, knowledge and skills contained in the Standards of Learning. The Standards of Learning and the Curriculum Framework should be considered together because they form an integrated body of knowledge and skills that are measured by the Standards of Learning tests. The Curriculum Framework is available at www.pen.k12.va.us and at your child's school. For further information about the Curriculum Framework, contact the Virginia Department of Education at (804) 225-2400 or your local school division.

History and Social Science Standards of Learning

for Virginia Public Schools

Adopted in March 2001
by the Board of Education
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The Virginia Board of Education in June 2000 appointed a Task Force to review and revise the Standards of Learning for history and the social sciences. The Task Force was comprised of an advisory committee, a management committee, and review committees. The advisory committee provided guidance for the review process; the management committee directed the review and revision of the standards; and the review committees revised the standards consistent with recommendations made by the Task Force.

The members of the Advisory Committee were:

The Honorable Benjamin J. Lambert, III	*General Assembly of Virginia*
The Honorable James H. Dillard, II	*General Assembly of Virginia*
The Honorable Emmett W. Hanger, Jr.	*General Assembly of Virginia*
The Honorable M. Kirkland Cox	*General Assembly of Virginia*
The Honorable Donald L. Williams	*General Assembly of Virginia*
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Preface

In 1995, the Virginia Board of Education published Standards of Learning in English, mathematics, science, and history and social science for kindergarten through grade 12. The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia. Since 1995, school divisions and teachers have worked to incorporate the standards in local curriculum and classroom instruction. The Virginia General Assembly in 2000 directed the Board of Education to establish a cycle for periodic review and revision of the Standards of Learning. Pursuant to that legislation and in response to issues raised by the public, the Board of Education in June 2000 appointed a Task Force comprised of Board members, legislators, community representatives, and social studies educators to direct the review of the History and Social Science Standards of Learning. Review committees of social studies educators revised the standards consistent with recommendations made by the Task Force. The revised History and Social Science Standards of Learning were approved by the Board of Education following a public comment period.

The Task Force directed the review committees to revise the 1995 History and Social Science Standards of Learning and the 1999 History and Social Science Standards of Learning Teacher Resource Guide. This review was conducted to ensure that both the standards and the supplemental teacher resource reflect current scholarship, identify essential content knowledge and skills, and address the academic needs of Virginia students. The revised History and Social Science Standards of Learning incorporate recommendations made by Task Force members. The Task Force recommendations were designed to focus the revision on

- the quantity of content that can be taught and learned effectively in the minimum instructional time prescribed by the Virginia Standards of Accreditation for core academic disciplines;
- the sequential development of content knowledge and skills designed to extend previous academic expectations which are appropriately rigorous for the age of the student for whom the standards are written; and
- the experiences and contributions of men and women of diverse racial, ethnic, cultural, and religious backgrounds.

The Task Force asked review committee members to be judicious in the scope of their revisions, acknowledging the burden to school divisions of aligning curriculum, instructional materials, and professional development initiatives with the revised standards. The committees thoughtfully considered the key events and people to be included. Names of individuals traditionally studied at grades K-3 have been included in the standards for those grades. In keeping with Task Force recommendations to identify content that can be taught within the minimum instructional time, only the names of individuals and events that are crucial to understanding the concepts identified are included in the standards for grades 4-12.

The History and Social Science Standards of Learning are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught. It is understood that these academic standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. The History and Social Science Standards of Learning, amplified by the Curriculum Framework, define the essential understandings, knowledge and skills that are measured by the Standards of Learning tests. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons by framing essential questions, identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to master. This supplemental guide delineates in greater specificity the minimum content that all teachers should teach and all students should learn.

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Names of individuals whose study further enriches the standards and clarifies the concepts under investigation will be found in this resource guide.

The History and Social Science Standards of Learning do not prescribe the grade level at which the standards must be taught or a scope and sequence within a grade level. The Board of Education recognizes that local divisions will adopt a K-12 instructional sequence that best serves their students. The design of the Standards of Learning assessment program, however, requires that all Virginia school divisions prepare students to demonstrate achievement of the standards for elementary and middle school history and social science by the grade levels tested. The high school end-of-course Standards of Learning tests, for which students may earn verified units of credit, are administered in a locally determined sequence.

The History and Social Science Standards of Learning and the Standards of Learning assessment program form the core of the Virginia Board of Education's efforts to strengthen public education across the Commonwealth and to raise the level of academic achievement of all Virginia students.

Introduction

Goals

The study of history and social science is vital in a democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The History and Social Science Standards of Learning were developed with the assistance of educators, parents, business leaders, and others with an interest in public education.

The History and Social Science Standards of Learning are designed to

- develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective;
- instill in students a thoughtful pride in the history of America through an understanding that what "We the People of the United States" launched more than two centuries ago was not a perfect union, but a continual effort to build a "more perfect" union, one which has become the world's most successful experiment in constitutional self-government;
- enable students to understand the basic values, principles, and operation of American constitutional democracy;
- prepare students for informed and responsible citizenship;
- develop students' skills in debate, discussion, and writing; and
- provide students with a framework for continuing education in history and the social sciences.

History

History should be the integrative core of the curriculum, in which both the humanities (such as art and literature) and the social sciences (political science, economics, and geography) come to life. Through the study of history, students can better understand their own society as well as others. By understanding the relationship between past and present, students will be equipped to deal with problems that might arise in the future. Students will understand chronological thinking and the connections between causes and effects and between continuity and change. History enables students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals.

Geography

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the earth's places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student's home community are affected by conditions and events in distant places. Geographic themes include location, place, human environment, movement, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; to interpret graphs, tables, diagrams, and pictures; to observe and record information; and to assess information from various sources.

Civics

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of

good citizenship. Students should develop an understanding of the values and principles of American constitutional democracy. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable.

Economics

The United States is recognized as a leader among the nations of the world in large part because of its economic strength. To maintain that strength, American citizens must understand the basic economic principles that underlie the market economy. They must understand how our own economic system works, as well as how other systems work. They must learn to make wise economic decisions about their own lives and become intelligent consumers, employers, and workers. A solid grounding in economics will help students prepare for the global marketplace and the complex world of tomorrow.

Kindergarten

Introduction to History and Social Science

The standards for kindergarten students include an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

History

K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Geography

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

K.4 The student will use simple maps and globes to
- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
- b) describe places referenced in stories and real-life situations;
- c) locate land and water features.

K.5 The student will develop an awareness that maps and globes
- a) show a view from above;
- b) show things in smaller size;
- c) show the position of objects.

Economics

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

K.7 The student will
- a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);
- b) recognize that people use money to purchase goods.

Civics

K.8 The student will demonstrate that being a good citizen involves
a) taking turns and sharing;
b) taking responsibility for certain classroom chores;
c) taking care of personal belongings and respecting what belongs to others;
d) following rules and understanding the consequence of breaking rules;
e) practicing honesty, self-control, and kindness to others.

K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

Grade One

Introduction to History and Social Science

The standards for first grade students include an introduction to the lives of American leaders and their contributions to the United States. Students should recognize basic map symbols and construct a simple map of a familiar area. The students should study the economic concepts of goods and services, buyers and sellers, and making economic choices. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

History

1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.

1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.

1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Geography

1.4 The student will develop map skills by
a) recognizing basic map symbols, including references to land, water, cities, and roads;
b) using cardinal directions on maps;
c) identifying the physical shape of the United States and Virginia on maps and globes;
d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

1.6 The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics

1.7 The student will explain the difference between goods and services and will describe how people are both buyers and sellers of goods and services.

1.8 The student will explain that people make choices because they cannot have everything they want.

1.9 The student will recognize that people save money for the future to purchase goods and services.

Civics

1.10 The student will apply the traits of a good citizen by
- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b) recognizing the purpose of rules and practicing self-control;
- c) working hard in school;
- d) taking responsibility for one's own actions;
- e) valuing honesty and truthfulness in oneself and others.

1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning the Pledge of Allegiance.

1.12 The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Grade Two

Introduction to History and Social Science

The standards for second grade students include an introduction to the heritage and contributions of the people of ancient China and Egypt and of the American Indians. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

History

2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Geography

2.4 The student will develop map skills by
a) locating China and Egypt on world maps;
b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps;
c) comparing the climate, land, and plant life of these regions;
d) describing how people in these regions adapt to their environment.

2.5 The student will develop map skills by
a) locating the equator, the seven continents, and the four oceans on maps and globes;
b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Economics

2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

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Civics

2.10 The student will explain the responsibilities of a good citizen, with emphasis on
- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Grade Three

Introduction to History and Social Science

The standards for third grade students include an introduction to the heritage and contributions of the people of ancient Greece and Rome and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. Students will explain the importance of the basic principles of democracy and identify the contributions of selected individuals. Students will recognize that Americans are a people who have diverse ethnic origins, customs, and traditions, who all contribute to American life, and who are united as Americans by common principles.

History

3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

3.2 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

3.3 The student will study the exploration of the Americas by
a) describing the accomplishments of Christopher Columbus, Juan Ponce de Léon, Jacques Cartier, and Christopher Newport;
b) identifying reasons for exploring, the information gained, and the results from the travels.

Geography

3.4 The student will develop map skills by
a) locating Greece, Rome, and West Africa;
b) describing the physical and human characteristics of Greece, Rome, and West Africa;
c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

3.5 The student will develop map skills by
a) positioning and labeling the seven continents and four oceans to create a world map;
b) using the equator and prime meridian to identify the four hemispheres;
c) locating the countries of Spain, England, and France;
d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Léon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
e) locating specific places on a simple letter-number grid system.

3.6 The student will interpret geographic information from maps, tables, graphs, and charts.

Economics

3.7 The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.

3.8 The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).

3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Civics

3.10 The student will recognize why government is necessary in the classroom, school, and community by

a) explaining the purpose of rules and laws;
b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
c) explaining that government protects the rights and property of individuals.

3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by

a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;
c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.

3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Virginia Studies

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the early settlements of American Indian language groups and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historic context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

VS.1 The student will develop skills for historical and geographical analysis including the ability to

a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
b) determine cause and effect relationships;
c) compare and contrast historical events;
d) draw conclusions and make generalizations;
e) make connections between past and present;
f) sequence events in Virginia history;
g) interpret ideas and events from different historical perspectives;
h) evaluate and discuss issues orally and in writing;
i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Virginia: The Land and Its First Inhabitants

VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia by

a) locating Virginia and its bordering states on maps of the United States;
b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River);
d) locating three American Indian (First American) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
e) describing how American Indians (First Americans) adapted to the climate and their environment to secure food, clothing, and shelter.

Colonization and Conflict: 1607 through the American Revolution

VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by

a) explaining the reasons for English colonization;
b) describing how geography influenced the decision to settle at Jamestown;
c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
d) identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America;
e) identifying the importance of the arrival of Africans and women to the Jamestown settlement;
f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
g) describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers.

VS.4 The student will demonstrate knowledge of life in the Virginia colony by

a) explaining the importance of agriculture and its influence on the institution of slavery;
b) describing how European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England;
c) explaining how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
d) describing how money, barter, and credit were used.

VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by

a) identifying the reasons why the colonies went to war with England as expressed in the Declaration of Independence;
b) identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry;
c) identifying the importance of the American victory at Yorktown.

Political Growth and Western Expansion: 1781 to the Mid 1800s

VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

a) explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution";
b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;
c) explaining the influence of geography on the migration of Virginians into western territories.

Civil War and Post-War Eras

VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
b) describing Virginia's role in the war, including identifying major battles that took place in Virginia.

VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

a) identifying the effects of Reconstruction on life in Virginia;
b) identifying the effects of segregation and "Jim Crow" on life in Virginia;
c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

Virginia: 1900 to the Present

VS.9 The student will demonstrate knowledge of twentieth century Virginia by

a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
b) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
c) identifying the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder.

VS.10 The student will demonstrate knowledge of government, geography, and economics by

a) identifying the three branches of Virginia government and the function of each;
b) describing the major products and industries of Virginia's five geographic regions;
c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

United States History to 1877

Students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1877. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1877;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- g) distinguish between parallels of latitude and meridians of longitude;
- h) interpret patriotic slogans and excerpts from notable speeches and documents.

Geography

USI.2 The student will use maps, globes, photographs, pictures, and tables to
- a) locate the seven continents;
- b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
- c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

Exploration to Revolution: Pre-Columbian Times to the 1770s

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois);
- b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.

USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by

a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;
b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict;
c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by

a) describing the religious and economic events and conditions that led to the colonization of America;
b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment;
c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;
d) identifying the political and economic relationships between the colonies and England.

Revolution and the New Nation: 1770s to the Early 1800s

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by

a) identifying the issues of dissatisfaction that led to the American Revolution;
b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke;
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine;
d) explaining reasons why the colonies were able to defeat Britain.

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by

a) identifying the weaknesses of the government established by the Articles of Confederation;
b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;
c) identifying the conflicts that resulted in the emergence of two political parties;
d) describing the major accomplishments of the first five presidents of the United States.

Expansion and Reform: 1801 to 1861

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
b) identifying the geographic and economic factors that influenced the westward movement of settlers;
c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
d) identifying the main ideas of the abolitionist and suffrage movements.

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Civil War and Reconstruction: 1860s to 1877

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

a) describing the cultural, economic, and constitutional issues that divided the nation;
b) explaining how the issues of states' rights and slavery increased sectional tensions;
c) identifying on a map the states that seceded from the Union and those that remained in the Union;
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
e) using maps to explain critical developments in the war, including major battles;
f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.

USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by

a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America;
b) describing the impact of Reconstruction policies on the South.

United States History: 1877 to the Present

Students will continue to use skills of historical and geographical analysis as they examine American history since 1877. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to

a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
b) make connections between past and present;
c) sequence events in United States history from 1877 to the present;
d) interpret ideas and events from different historical perspectives;
e) evaluate and debate issues orally and in writing;
f) analyze and interpret maps that include major physical features;
g) use parallels of latitude and meridians of longitude to describe hemispheric location;
h) interpret patriotic slogans and excerpts from notable speeches and documents.

Geography

USII.2 The student will use maps, globes, photographs, pictures, and tables for

a) explaining how physical features and climate influenced the movement of people westward;
b) explaining relationships among natural resources, transportation, and industrial development after 1877;
c) locating the 50 states and the cities most significant to the historical development of the United States.

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

USII.3 The student will demonstrate knowledge of how life changed after the Civil War by

a) identifying the reasons for westward expansion;
b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans in the post-Reconstruction South;
d) explaining the rise of big business, the growth of industry, and life on American farms;
e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.

Turmoil and Change: 1890s to 1945

USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- a) explaining the reasons for and results of the Spanish-American War;
- b) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.

USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in transportation (including the use of the automobile), communication, and electrification changed American life;
- b) describing the social changes that took place, including Prohibition, and the Great Migration north;
- c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O'Keeffe and including the Harlem Renaissance;
- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
- b) describing the major events and turning points of the war in Europe and the Pacific;
- c) describing the impact of World War II on the homefront.

The United States since World War II

USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
- b) describing the conversion from a wartime to a peacetime economy;
- c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
- d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.

USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by
- a) examining the Civil Rights Movement and the changing role of women;
- b) describing the development of new technologies and their impact on American life.

Civics and Economics

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

CE.1 The student will develop the social studies skills citizenship requires, including the ability to
- a) examine and interpret primary and secondary source documents;
- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) review information for accuracy, separating fact from opinion;
- f) identify a problem and recommend solutions;
- g) select and defend positions in writing, discussion, and debate.

CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
- b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
- c) identifying the purposes for the Constitution of the United States as they are stated in its Preamble.

CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- a) describing the processes by which an individual becomes a citizen of the United States;
- b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
- c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
- d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
- e) evaluating how civic and social duties address community needs and serve the public good.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism.

CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- a) describing the functions of political parties;
- b) comparing the similarities and differences of political parties;
- c) analyzing campaigns for elective office, with emphasis on the role of the media;
- d) examining the role of campaign contributions and costs;
- e) describing voter registration and participation;
- f) describing the role of the Electoral College in the election of the President and Vice President.

CE.6 The student will demonstrate knowledge of the American constitutional government by
- a) explaining the relationship of state governments to the national government in the federal system;
- b) describing the structure and powers of local, state, and national governments;
- c) explaining the principle of separation of powers and the operation of checks and balances;
- d) identifying the procedures for amending the Constitution of the United States.

CE.7 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- a) explaining the lawmaking process;
- b) describing the roles and powers of the executive branch;
- c) examining the impact of the media on public opinion and public policy;
- d) describing how individuals and interest groups influence public policy.

CE.8 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- a) describing the organization and jurisdiction of federal and state courts;
- b) describing the exercise of judicial review;
- c) explaining court proceedings in civil and criminal cases;
- d) explaining how due process protections seek to ensure justice.

CE.9 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
- b) comparing the differences among free market, command, and mixed economies;
- c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.

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CE.10 The student will demonstrate knowledge of the structure and operation of the United States economy by

a) describing the types of business organizations and the role of entrepreneurship;
b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
c) explaining how financial institutions encourage saving and investing;
d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

CE.11 The student will demonstrate knowledge of the role of government in the United States economy by

a) examining competition in the marketplace;
b) explaining the creation of public goods and services;
c) describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing;
d) explaining how the Federal Reserve System regulates the money supply;
e) describing the protection of consumer rights and property rights.

CE.12 The student will demonstrate knowledge of career opportunities by

a) identifying talents, interests, and aspirations that influence career choice;
b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
c) identifying skills and education that careers require;
d) examining the impact of technological change on career opportunities.

World History and Geography to 1500 A.D.

These standards enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

WHI.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.;
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.;
- c) identifying major geographic features important to the study of world history to 1500 A.D.;
- d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.;
- e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D.

Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C.

WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
- b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
- c) describing technological and social advancements that gave rise to stable communities;
- d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Kush, by
- a) locating these civilizations in time and place;
- b) describing the development of social, political, and economic patterns, including slavery;
- c) explaining the development of religious traditions;
- d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
- e) explaining the development of language and writing.

Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. to 500 A.D.

WHI.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- a) describing Persia, with emphasis on the development of an imperial bureaucracy;
- b) describing India, with emphasis on the Aryan migrations and the caste system;
- c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;

d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;
e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
f) describing the impact of Confucianism, Taoism, and Buddhism.

WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
b) describing Greek mythology and religion;
c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
d) evaluating the significance of the Persian and Peloponnesian Wars;
e) characterizing life in Athens during the Golden Age of Pericles;
f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
g) explaining the conquest of Greece by Macedonia and the spread of Hellenistic culture by Alexander the Great.

WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by
a) assessing the influence of geography on Roman economic, social, and political development;
b) describing Roman mythology and religion;
c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
g) explaining the economic, social, and political impact of the Pax Romana;
h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
i) explaining the development and significance of the Church in the late Roman Empire;
j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
k) citing the reasons for the decline and fall of the Western Roman Empire.

Era III: Postclassical Civilizations, 500 to 1000 A.D.

WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by
a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
e) assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by
- a) describing the origin, beliefs, traditions, customs, and spread of Islam;
- b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
- c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
- d) citing cultural and scientific contributions and achievements of Islamic civilization.

WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by
- a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
- b) explaining the structure of feudal society and its economic, social, and political effects;
- c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;
- d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

Era IV: Regional Interactions, 1000 to 1500 A.D.

WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- a) locating major trade routes;
- b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;
- c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
- d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features;
- b) describing cultural patterns and political and economic structures.

WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
- a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
- b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
- c) identifying patterns of crisis and recovery related to the Black Death;
- d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

a) identifying the economic foundations of the Renaissance;
b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

World History and Geography: 1500 A.D. to the Present

These standards enable students to cover history and geography from 1500 A.D. to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

The study of history rests on knowledge of dates, names, places, events and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society that is being studied.

WHII.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D.;
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D.;
- c) identifying geographic features important to the study of world history since 1500 A.D.;
- d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. to the present;
- e) analyzing trends in human migration and cultural interaction from 1500 A.D. to the present.

WHII.2 The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by
- a) locating major states and empires;
- b) describing artistic, literary, and intellectual ideas of the Renaissance;
- c) describing the distribution of major religions;
- d) analyzing major trade patterns;
- e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Era V: Emergence of a Global Age, 1500 to 1650 A.D.

WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII;
- b) describing the impact of religious conflicts, including the Inquisition, on society and government actions;
- c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- a) explaining the roles of explorers and conquistadors;
- b) describing the influence of religion;
- c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
- d) defining the Columbian Exchange;
- e) explaining the triangular trade;
- f) describing the impact of precious metal exports from the Americas.

WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by
- a) describing the location and development of the Ottoman Empire;
- b) describing India, including the Mughal Empire and coastal trade;
- c) describing East Asia, including China and the Japanese shogunate;
- d) describing Africa and its increasing involvement in global trade;
- e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

Era VI: Age of Revolutions, 1650 to 1914 A.D.

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- a) describing the Scientific Revolution and its effects;
- b) describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great;
- c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
- d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
- e) describing the French Revolution;
- f) identifying the impact of the American and French Revolutions on Latin America;
- g) describing the expansion of the arts, philosophy, literature, and new technology.

WHII.7 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
- a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
- b) describing the influence of revolutions on the expansion of political rights in Europe;
- c) explaining events related to the unification of Italy and the role of Italian nationalists;
- d) explaining events related to the unification of Germany and the role of Bismarck.

WHII.8 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
- b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;
- c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;

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d) explaining the rise of industrial economies and their link to imperialism and nationalism;
e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Era VII: Era of Global Wars, 1914 to 1945

WHII.9 The student will demonstrate knowledge of the worldwide impact of World War I by
a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
b) explaining the outcomes and global effect of the war and the Treaty of Versailles;
c) citing causes and consequences of the Russian Revolution.

WHII.10 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
a) describing the League of Nations and the mandate system;
b) citing causes and assessing the impact of worldwide depression in the 1930s;
c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

WHII.11 The student will demonstrate knowledge of the worldwide impact of World War II by
a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo and Hirohito;
b) examining the Holocaust and other examples of genocide in the twentieth century;
c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations.

Era VIII: The Post War Period, 1945 to the Present

WHII.12 The student will demonstrate knowledge of major events and outcomes of the Cold War by
a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.

WHII.13 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
a) describing the struggles for self-rule, including Gandhi's leadership in India;
b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya;
c) describing the end of the mandate system and the creation of states in the Middle East.

WHII.14 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

a) describing their beliefs, sacred writings, traditions, and customs;
b) locating the geographic distribution of religions in the contemporary world.

WHII.15 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;
b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

World Geography

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives.

Geographic skills provide the necessary tools and technologies for thinking geographically. These skills help people make important decisions in their daily lives, such as how to get to work and where to shop, vacation, or go to school. They also help people make reasoned political decisions and aid in the development and presentation of effective, persuasive arguments for and against matters of public policy. All of these decisions involve the ability to acquire, arrange, and use geographic information. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, are essential tools of geography.

Geographic skills include

- asking geographic questions
- acquiring geographic information
- organizing geographic information
- analyzing geographic information
- answering geographic questions.

WG.1 The student will use maps, globes, photographs, and pictures in order to

a) obtain geographical information and apply the concepts of location, scale, and orientation;
b) develop and refine his or her mental maps of world regions;
c) create and compare political, physical, and thematic maps;
d) analyze and explain how different cultures develop different perspectives on the world and its problems;
e) recognize different map projections and explain the concept of distortion.

WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by

a) identifying regional climatic patterns and weather phenomena and their effects on people and places;
b) describing how humans influence the environment and are influenced by it;
c) explaining how technology affects one's ability to modify the environment and adapt to it.

WG.3 The student will apply the concept of a region by

a) explaining how characteristics of regions have led to regional labels;
b) explaining how regional landscapes reflect cultural characteristics of their inhabitants;
c) analyzing how cultural characteristics, including the world's major languages and religions, link or divide regions.

WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

WG.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.

WG.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

WG.7 The student will identify natural, human, and capital resources and explain their significance by
a) showing patterns of economic activity and land use;
b) evaluating perspectives and consequences regarding the use of resources.

WG.8 The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.

WG.9 The student will analyze the global patterns and networks of economic interdependence by
a) identifying criteria that influence economic activities;
b) explaining comparative advantage and its relationship to international trade;
c) describing ways that economic and social interactions have changed over time;
d) describing and evaluating the formation of economic unions.

WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
a) explaining and analyzing reasons for the different spatial divisions at the local and regional levels;
b) explaining and analyzing the different spatial divisions at the national and international levels;
c) analyzing ways cooperation occurs to solve problems and settle disputes.

WG.11 The student will analyze the patterns of urban development by
a) applying the concepts of site and situation to major cities in each region;
b) explaining how the functions of towns and cities have changed over time;
c) describing the unique influence of urban areas and some challenges they face.

WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
b) relating current events to the physical and human characteristics of places and regions.

Virginia and United States History

The standards for Virginia and United States History include the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to

a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
b) evaluate the authenticity, authority, and credibility of sources;
c) formulate historical questions and defend findings based on inquiry and interpretation;
d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;
e) communicate findings orally and in analytical essays and/or comprehensive papers;
f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
h) interpret the significance of excerpts from famous speeches and other documents.

Early America: Early Claims, Early Conflicts

VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).

VUS.3 The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.

Revolution and the New Nation

VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in Common Sense helped shape the Declaration of Independence;
b) describing the political differences among the colonists concerning separation from Britain;
c) analyzing reasons for colonial victory in the Revolutionary War.

VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

a) explaining the origins of the Constitution, including the Articles of Confederation;
b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
c) describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists.
d) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;

Expansion and Reform: 1801 to 1860

VUS.6 The student will demonstrate knowledge of the major events during the first half of the nineteenth century by

a) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans);
b) describing the key features of the Jacksonian Era, with emphasis on federal banking policies;
c) describing the cultural, economic, and political issues that divided the nation, including slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

Civil War and Reconstruction: 1860 to 1877

VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by

a) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
b) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
c) examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;
b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
c) analyzing prejudice and discrimination during this time period, with emphasis on "Jim Crow" and the responses of Booker T. Washington and W.E.B. Du Bois;
d) identifying the impact of the Progressive Movement, including child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.

VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by

a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
b) evaluating United States involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations;
c) explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.

Conflict: The World at War: 1939 to 1945

VUS.10 The student will demonstrate knowledge of World War II by

a) identifying the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;
b) describing the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan;
c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
d) describing the Geneva Convention and the treatment of prisoners of war during World War II;
e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and postwar trials of war criminals.

VUS.11 The student will demonstrate knowledge of the effects of World War II on the home front by

a) explaining how the United States mobilized its economic, human, and military resources;
b) describing the contributions of women and minorities to the war effort;
c) explaining the internment of Japanese Americans during the war;
d) describing the role of media and communications in the war effort.

The United States since World War II

VUS.12 The student will demonstrate knowledge of United States foreign policy since World War II by

a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;
c) explaining the role of America's military and veterans in defending freedom during the Cold War;
d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan.

VUS.13 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by

a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

VUS.14 The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by

a) analyzing the effects of increased participation of women in the labor force;
b) analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America;
c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

Virginia and United States Government

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic life. Students examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation of the United States market economy. The standards identify the personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by the current standards for Virginia and United States Government.

GOVT.1 The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to

a) analyze primary and secondary source documents;
b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
c) analyze political cartoons, political advertisements, pictures, and other graphic media;
d) distinguish between relevant and irrelevant information;
e) evaluate information for accuracy, separating fact from opinion;
f) identify a problem and prioritize solutions;
g) select and defend positions in writing, discussion, and debate.

GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

a) describing the development of Athenian democracy and the Roman republic;
b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
c) examining the writings of Hobbes, Locke, and Montesquieu;
d) explaining the guarantee of the rights of Englishmen set forth in the charters of the Virginia Company of London;
e) analyzing the natural rights philosophies expressed in the Declaration of Independence.

GOVT.3 The student will demonstrate knowledge of the concepts of democracy by

a) recognizing the fundamental worth and dignity of the individual;
b) recognizing the equality of all citizens under the law;
c) recognizing majority rule and minority rights;
d) recognizing the necessity of compromise;
e) recognizing the freedom of the individual.

GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by

a) examining the ratification debates and The Federalist;
b) analyzing the purposes for government stated in the Preamble;
c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
e) describing the amendment process.

GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by
- a) explaining the relationship of the state governments to the national government;
- b) describing the extent to which power is shared;
- c) identifying the powers denied state and national governments;
- d) examining the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.6 The student will demonstrate knowledge of local, state, and national elections by
- a) describing the organization, role, and constituencies of political parties;
- b) describing the nomination and election process;
- c) examining campaign funding and spending;
- d) analyzing the influence of media coverage, campaign advertising, and public opinion polls;
- e) examining the impact of reapportionment and redistricting;
- f) identifying how amendments extend the right to vote;
- g) analyzing voter turnout.

GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
- a) examining the legislative, executive, and judicial branches;
- b) analyzing the relationship between the three branches in a system of checks and balances.

GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
- a) examining the legislative, executive, and judicial branches;
- b) examining the structure and powers of local governments: county, city, and town;
- c) analyzing the relationship among state and local governments.

GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by
- a) examining different perspectives on the role of government;
- b) explaining how local, state, and national governments formulate public policy;
- c) describing the process by which policy is implemented by the bureaucracy at each level;
- d) analyzing how individuals, interest groups, and the media influence public policy.

GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by
- a) explaining the jurisdiction of the federal courts;
- b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinions in *Marbury v. Madison*;
- c) describing how the Supreme Court decides cases;
- d) comparing the philosophies of judicial activism and judicial restraint.

GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by
- a) examining the Bill of Rights, with emphasis on First Amendment freedoms;
- b) analyzing due process of law expressed in the 5th and 14th Amendments;
- c) explaining selective incorporation of the Bill of Rights;
- d) exploring the balance between individual liberties and the public interest;
- e) explaining every citizen's right to be treated equally under the law.

GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by
- a) describing the responsibilities of the national government for foreign policy and national security;
- b) assessing the role played by national interest in shaping foreign policy and promoting world peace;
- c) examining the relationship of Virginia and the United States to the global economy;
- d) examining recent foreign policy and international trade initiatives since 1980.

GOVT.13 The student will demonstrate knowledge of how governments in Mexico, Great Britain, and the People's Republic of China compare with government in the United States by
- a) describing the distribution of governmental power;
- b) explaining the relationship between the legislative and executive branches;
- c) comparing the extent of participation in the political process.

GOVT.14 The student will demonstrate knowledge of economic systems by
- a) identifying the basic economic questions encountered by all economic systems;
- b) comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
- c) evaluating the impact of the government's role in the economy on individual economic freedoms;
- d) explaining the relationship between economic freedom and political freedom;
- e) examining productivity and the standard of living as measured by key economic indicators.

GOVT.15 The student will demonstrate knowledge of the United States market economy by
- a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
- b) comparing types of business organizations;
- c) describing the factors of production;
- d) explaining the interaction of supply and demand;
- e) illustrating the circular flow of economic activity;
- f) analyzing global economic trends, with emphasis on the impact of technological innovations.

GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
- a) analyzing the impact of fiscal and monetary policies on the economy;
- b) describing the creation of public goods and services;
- c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.

GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism.

GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by

a) obeying the law and paying taxes;
b) serving as a juror;
c) participating in the political process;
d) performing public service;
e) keeping informed about current issues;
f) respecting differing opinions in a diverse society.

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